to the fact that the returns were not carefully examined. The Member handed over a few of the many letters he had to substantiate his statement.

The Member then said that the language used in the circulars to the Tamil Primary Schools was either Malayalam or English, mostly Malayalam, that they were so written that it was impossible to decipher them, and that sometimes they had to be returned, it being impossible to read and answer them.

The Member concluded by saying that interference in the internal working of the schools was becoming intolerable and that the administration of vernacular schools was fast becoming an unbearably hard office and paper administration, instead of being an agency to guide and direct the teachers in their arduous task of moulding the plastic minds of little boys and girls.

Dewan's reply.—You have raised a very important question. If all that you say is in part at least correct, I think that a thorough reform is called for. I can, however, say nothing definitely before referring your observations to the Director of Public Instruction for detailed remarks and before examining the several points which you have raised. That will be done as soon as practicable.

116. Tamil Education.

Mr. S. Ganapati Pillai (Member, Trading Classes, Trivandrum) referred to his representation at the last session of the Assembly on the subject and requested that the grievances therein brought to notice might be redressed at an early date.

The Member then said that, in the purely Tamil taluks of the State excepting Devicolam, viz., Tovala, Agastisvaram and Shencottah, the Department conducted 33 Tamil and 19 Malayalam schools and that there were 105 Tamil and 2 Malayalam schools conducted by private agencies, the 2 Malayalam schools being unrecognised ones. The total Malayalam population of the three taluks as per the Census of 1911 was 2,873, while the total Tamil population was 1,70,480, the children of school-going age calculated on the 15 per cent basis being 431 and 25,572 respectively. This worked out at one school for every 20 Malayalam pupils and 185 Tamil pupils respectively. He then said that the number of pupils in the 138 Tamil schools was 12,681 and in the 19 Malayalam schools 3,582, and that, of the latter, the vast majority were Tamil pupils, obliged to study Malayalam for want of Tamil schools. The Member submitted that the above figures would show clearly that the people left to themselves wanted only Tamil education to be imparted to their children and that the teaching of Malayalam was forced by the Department on an unwilling people.

The Member then turned his attention to the taluks where the population was in part Malayalam and mostly Tamil, viz., Eraniel, Kalkulam, Vilavankod and Peermade, and showed that there also the number of Malayalam schools maintained by the Department was out of all proportion to the Tamil schools. From the above it would be clearly seen that Tamil was given a stepmotherly treatment in comparison with Malayalam; the policy adopted by the Government in this matter was wrong; and this result was brought about by the vernacular branch of the Department being under the control of officers who knew only Malayalam and Sanskrit. He urged that all the existing Malayalam departmental schools in the purely Tamil taluks should be abolished and that, in the mixed taluks, a re-arrangement of schools should at once be made, as many of the departmental Malayalam schools as possible being converted into Tamil schools, to suit local requirements.

The Member next said that most of the Tamil schools were staffed by men qualified in Malayalam, perhaps for want of men qualified in Tamil, and that the purity of the Tamil language would be lost if such a state of affairs was allowed to continue. In view of the dearth of men qualified in Tamil, owing to the neglected condition of Tamil for the last 35 years, the Member reiterated the request made by him last year that some relaxation might be made in regard to the age and examination qualifications prescribed in the Education Code in respect of Tamil teachers.

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The Member then urged the necessity of appointing a Tamil Graduate Inspector to supervise and control Tamil education in the State, as in the case of Mahomedan education. He also said that the text-books selected in Tamil were poor, that high proficiency was not aimed at and that it was doubtful whether the present curriculum in Tamil would enable Tamil students to secure the same degree of proficiency as in Malayalam. The Member further reiterated the request he made last year for the introduction of Branch VI Group B, *i. e.*, Tamil and South Indian History, in the B. A. Class of H. H. the Maha Raja's College, Trivandrum. The matter, though recommended by the College Council, had been ordered to lie over. He pressed the need for the early introduction of the group in the College and added that it involved no large outlay.

The Member concluded by drawing the attention of Government to two points mentioned by him at the last session of the Assembly, viz., the publication in the Annual Report of separate statistics for Tamil schools and giving Tamil and the Tamil Translator the same status as Malayalam and the Malayalam Translator respectively.

Dewan's reply.—Your representations at the previous sessions of the Assembly have not been neglected or forgotten. The Director of Public Instruction was asked to hold conferences and to examine and report what were the real needs of the different Tamil taluks. The Director's report was received a month ago, and I have not had time to examine it. The Director has held several Conferences in the Tamil taluks and his chief recommendations are the following.

In Taluks which are not purely Tamil, the Tamil communities should themselves start schools. His recommendation in regard to the Vilavankod taluk is that, wherever there is a preponderating majority of either the Tamil or the Malayalam speaking population, the local departmental school should be maintained as a Tamil or Malayalam school as the case may be; that, as regards private schools, it may safely be left to the discretion of the managers to conduct Tamil or Malayalam schools, and that, in Tamil schools, Malayalam should be taught as a second langugage in Classes III and IV for two or three periods a week within school hours. But the teaching of Tamil in Malayalam schools is not recommended.

Eraniel taluk.—The principle enunciated in the case of the Vilavankod taluk as to whether a departmental school should be a Tamil school or a Malayalam school is recommended for this taluk also. Malayalam should be taught in Tamil schools as a second language as in the above taluk.

Kalkulam taluk.—Several Malayalam schools should be converted into Tamil ones in accordance with the principle enunciated above.

Agastiswaram, Tovala and Shencotta taluks.— All Government vernacular schools should be Tamil ones, sufficient provision being made for the education of the Malayalam-speaking population, which is a small minority, by attaching a Malayalam section to some of the schools.

To secure the required number of Tamil teachers to give effect to the above proposals, the Director proposes the institution of special examinations in Tamil for a few years.

The Director does not support the request for a relaxation of the demands of the Department in respect of school buildings.

I have no objection to the report being published for criticism. Your observations *in re* Tamil teachers will also be borne in mind. Perhaps, there are no qualified teachers now and that is the difficulty. The appointment of a Tamil Inspector is a very important question. Unless the Inspector is a graduate in Tamil, he cannot do inspection work properly. As regards Tamil text books, I do not see any difficulty. All the southern districts of the Madras Presidency are Tamil districts, and the books used there may be adopted here for the corresponding classes. In regard to the introduction of Group VI (Tamil and South Indian History) in the College, I must examine the question how far it is desirable or necessary.

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